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ABSTRACT

As part of the language arts curriculum framework developed in accordance with "Rules, Regulations, and Minimum Standards" of the Tennessee State Board of Education, this reading curriculum guide of the Basic Skills First Program is designed to identify the minimum reading skills for seventh grade students. After brief explanations of the components of the Basic Skills First Program (curriculum guide, mastery tests, individual student records, and a systematic plan of instruction), an overview of the Basic Skills First Reading Guide, and a summary of various guide revisions, the guide is divided into the following reading "strands" (divisions of skill areas): (1) comprehension skills; (2) word identification skills; (3) reference and study skills; and (4) literature. Each page of the guide addresses a strand objective, and consists of instructional objectives; associated content statements; and skills and activities that may be used to enhance the understanding of the terminal objective. In addition, space for curriculum cross-references (indicating where the objective appears in the curriculum guide of another discipline) and a resource column, contingent on materials available to the teacher, are provided. An answer key for the seventh grade reading mastery test, and a list of seventh grade vocabulary words are also included. (MM)

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READING CURRICULUM GUIDE

BASIC SKILLS FIRST

THE BETTER SCHOOLS PROGRAM It Works!

TENNESSEE DEPARTMENT OF EDUCATION
ROBERT L. MCELRATH, COMMISSIONER
1986 EDITION

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READING
CURRICULUM GUIDE
BASIC SKILLS FIRST

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We wish to offer a special word of thanks to the Basic Skills First Consulting Teachers, Ruth Rickman, Janice Baer, Betty Lundeen, Rose Snead, Sharon Hammond, Pat Petrie, Becky Sims, Phyllis Pardue, and Malinda Murchie for the vital contributions they have made to the implementation of BSF, and to former Deputy Commissioner Beecher Clapp and the originators of Basic Skills First for their contributions to excellence in education in Tennessee through this monumental endeavor.

And finally, the Department acknowledges the dedication to excellence of the Departmental Revision Team, Donna Spalding, Faye Taylor, Mark Howard, J B Whitman, and Judith Morgan and their assistants Mary Tompkins, Ruth Wright, Kathy Todd, and Pat Brenner for the many long, hard hours they invested in making a good program even better.

FOREWORD

The Basic Skills First Program is designed to identify the minimum skills which teachers should teach and which students should learn in reading and mathematics. The materials were written by Tennessee educators for use with Tennessee students. The program is designed to help local personnel in their continuing task of insuring that all students in the Tennessee public schools learn the basic skills of reading and mathematics and develop the ability to apply them as needed in everyday life.

The basic Skills First Program has four components:

• A CURRICULUM GUIDE - In accordance with RULES, REGULATIONS AND MININUM STANDARDS of the State Board of Education, section 0520-1-3-.02, the BSF guides contain the instructional objectives which address the terminal objectives identified for each grade level in the Board approved curriculum frameworks. Local school systems must use either the BSF curriculum guides for reading and mathematics or use locally developed curriculum guides which have been approved by the State Department of Education as comparable.

• MASTERY TESTS - The mastery learning approach to teaching is based upon the premise that students learn best when instruction focuses on small, manageable bits and when students master each bit before proceeding to a new or more difficult task. BSF provides the teacher with mastery tests which may be used to determine students' mastery of the objectives designated by an asterisk in the guides. These objectives have been determined to be important to the students' satisfactory progress in reading and mathematics. The use of the mastery tests is OPTIONAL; however, the determination of mastery is not. Teachers should use whatever methods they deem appropriate to assure that students have mastered each skill identified with an asterisk in the guides. In order to facilitate the most efficient use of teacher time and skills, the objective tests have been clustered. This clustering of objectives allows the teacher to test several skills at one time, yet still determine mastery of each objective individually.

• INDIVIDUAL STUDENT RECORDS - Progress must be charted in order to provide appropriate instruction on the students' levels. A profile, containing the objectives which relate to the areas assessed in the Pre-first Grade Screening Program, is provided for every kindergarten student. A record form, containing the tested objectives for every grade 1-8, is also provided for each student. Use of these particular record forms is OPTIONAL; however, a record of each student's mastery of the tested objectives must be maintained as part of the student's cumulative file.

• A SYSTEMATIC PLAN OF INSTRUCTION - Students should receive direct instruction in the skills of reading and mathematics in order to achieve to their optimum levels. One of the services provided as a part of the BSF program is staff development in the use of the Directed Lesson for reading and mathematics. There are many sound approaches to directed teaching. Among them is the Tennessee Instructional Model. The responsibility for determining the method(s) of instruction to be used with students ultimately rests with those who provide the instruction; therefore, the local school systems must determine the method(s) of delivery which they deem to be most appropriate.

The implementation of Basic Skills First reading and mathematics programs, or comparable programs, in every school during the 1985-86 school year revealed the necessity of revising the programs in order to make them the best possible materials for use in Tennessee classrooms. Input was obtained from teachers across the state. The 1986 edition of Basic Skills First is the result of that input. Although the format of BSF is new, the philosophy of BSF remains the same. BSF is an educationally sound course of study which provides direction and support to classroom teachers and consistency to what teachers teach and students learn across the state.

Robert L. McElrath
Commissioner of Education

PREFACE

The organization of a school curriculum may vary in order to meet the needs of the student population served. This curriculum guide has been designed to provide flexibility in developing educational programs, while allowing school systems to meet state curriculum requirements. The State Board of Education has determined that curriculum frameworks for Tennessee schools will be organized by subject areas. RULES, REGULATIONS, AND MINIMUM STANDARDS of the State Board of Education, in section 0520-1-3.02(3)(a), states as follows:

> The State Board of Education shall establish a curriculum framework for each subject area, grades K-12. These frameworks shall contain the broad goals and objectives which identify the minimum content required at each grade level. The approved frameworks shall be the basis for planning instructional programs in each local school system.
>
> The Department of Education shall utilize the approved framework to develop curriculum guides in each subject, grades K-12. School systems shall use the curriculum guides made available by the State Department of Education or locally-developed guides which have been approved by the State Board of Education upon the recommendation of the Commissioner of Education.

The Basic Skills First Program meets the requirements cited above in grades K-8 for mathematics and for the reading portion of the Language Arts Curriculum Framework. (The two additional components of language arts, writing and thinking and expression, are addressed in a separate guide since no tests or record forms are provided for those components.) The State Board of Education requires that the Basic Skills First Program, or a comparable program, be used in every classroom, grades K-8 in the State of Tennessee. The requirements of the Basic Skills First Program are explained in the Foreword on page iii in this guide.

The new Basic Skills First Reading Guide is organized into four strands: Comprehension Skills, Word Identification Skills, Reference and Study Skills, and Literature. Instructional objectives under each strand can be identified by the five characters of the objective number. The first character is the grade level, the second character is the discipline (reading), the third character is the strand, and the last two digits represent the numerical sequence of the objective within the strand.

Example - the instructional objective number 32104 is translated as follows:

3 = Grade 3
2 = Reading
1 = Strand - Comprehension Skills
04 = Fourth Instructional Objective

Each page of the guide contains instructional objectives, associated content and suggested activities that are designed to insure the mastery of the terminal objective. The curriculum cross reference indicates where this objective relates to objectives in another discipline, and may be helpful in unit planning. The column labeled "Resources" is designed to be used at the local level to list materials available to teach the instructional objectives.

SUMMARY OF REVISIONS

The Basic Skills First Reading Program has undergone a careful and critical analysis and an extensive revision. Every effort has been made to decrease the demands of the program on teacher time in order to maximize instructional and learning time and to strengthen the BSF materials in order to assure that students have the best possible chance to learn the critical skills of reading. The following are significant changes in the BSF Reading Program:

- The number of objectives in the READING GUIDE was reduced by combining similar objectives and omitting objectives which are thoroughly covered in the Language Arts Curriculum Guide.

The reading objectives are now broader. Many objectives have several activities provided which increase in difficulty. The teacher should be certain the student can perform at each level of difficulty before testing the overall objective.

The Language Arts Curriculum Framework consists of three components: Reading, Writing, and Thinking and Expression. Basic Skills First addresses only the reading portion of the framework. Some objectives which are thoroughly covered in the Language Arts Guide were omitted from the Reading Guide. When objectives were combined or moved, those numbers were omitted from the numerical sequence in order to avoid confusion and to provide for the use of correlations previously completed. When objectives were changed significantly or moved from the Comprehension Strand to the Literature Strand, they were given new numbers.

- The number of MASTERY TESTS required and the quality of the tests provided were addressed by testing only objectives from the Comprehension and Word Identification strands, clustering tests, field testing the tests, checking the readability of the tests, and providing vocabulary lists.

Although all objectives in BSF Reading are important, the objectives in the Comprehension and Word Identification strands impact directly the student's ability to read. Tests have been clustered to reduce the number of testing "sittings." One passage may be used for several objectives in a cluster test. The teacher may still, however, determine the students' mastery of individual objectives within the cluster.

The mastery tests were field tested in classrooms across the state in the spring of 1986. A computer program was used to determine the readability of the passages using the Frye Formula for readability. All passages are considered to be acceptable for the grade level at which they are used. The writers used a composite vocabulary list made up of words from the four series used most often in Tennessee schools. That vocabulary list is provided for each grade level.

- RECORD KEEPING for BSF Reading was streamlined by designing a single record form which contains the tested objectives for grades 1-8 and removing the date of mastery from the record form.

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	72114	identify and explain relevant details.	5
	72115	distinguish between the topic and theme of a selection.	6
*	72117	recognize point of view.	9
*	72121	give valid support for conclusions.	10
*	72122	explain cause/effect relationships in reading selections.	11
*	72127	discriminate facts from opinions and/or fantasy.	12
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STRAND: WORD IDENTIFICATION SKILLS

72201 expand sight word vocabulary. 16

72203 use a plan to identify words. 17

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72302 apply dictionary skills. 18

72304 locate information in an encyclopedia. 19

72305 locate information in various sources. 20

72309 use the parts of a textbook. 21

72311 skim to locate information. 22

72312 use the SQ3R method. 22

STRAND: LITERATURE

72401 read for practice and pleasure. 23

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READING -- GRADE 7

GOAL: 72000 Understanding and utilizing oral and written language

STRAND: Comprehension Skills

TERMINAL OBJECTIVE: 721A1 To understand the importance of reading with proper expression

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
72101 read with expression.	Techniques of changing pitch (high or low quality of the voice), tone (sarcastic, sincere, emotional, etc.), and volume (loudness) add variety to oral expression. Oral reading should convey the ideas and emotions of the author; therefore, the student must understand the mood (the emotional climate which the author is creating) and tone (the author's attitude - see above) of the selection as well as the denotations (precise meanings) and connotations (emotional overtones or specialized meanings) of the author's words. At this level, students should read a variety of materials aloud, but they must be materials which the student can comprehend for interpretation.	speaking listening evaluating	A. Provide students with passages containing sound devices, such as onomotopoeia or alliteration, to read aloud. B. Have students read passages aloud in small groups after listening to recordings of the same passages. C. Have students tape record passages for personal or small group critique. The critique should include each technique covered in the content.		

READING -- GRADE 7

GOAL: 72000 Understanding and utilizing oral and written language

STRAND: Comprehension Skills

TERMINAL OBJECTIVE: 721C1 To understand the methods of vocabulary development

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
72106 use context clues to derive the meanings of new words.	The other words or ideas in a sentence, paragraph, or selection (including illustrations) help students to determine the particular meaning of a word with multiple meanings or to decide the meaning of a new word. This objective should be repeated regularly in connection with different reading selections. Examples: 1) The Gettysburg address is well-known for its BREVITY. Other speeches are famous for their great length. (antonyms) 2) Before the tryouts for cheerleader, Mary felt ANXIOUS. Other students felt just as nervous. (comparison) 3) John is usually LOQUACIOUS; however, today he is very quiet. (contrast) 4) A PRESTIDIGITATOR is a magician. (definition) 5) Tina is a SOMNAMBULIST; she walks in her sleep. (restatement) 6) She is looking for an unusual animal, such as the KOALA. (example) (continued on next page)	speaking, explaining, classifying writing, using the dictionary	A. Assign students certain words in a selection to define using context clues. Have them explain orally or list in writing the clues (antonyms, comparisons, etc.) which helped them to determine the definitions. B. Have students find five new words in the newspaper or a magazine. Have them write the meanings of the words by using context clues. Have them check their definitions in the dictionary.		

READING -- GRADE 7

GOAL: 72000 Understanding and utilizing oral and written language

STRAND: Comprehension Skills

TERMINAL OBJECTIVE: 721C1 To understand the methods of vocabulary development

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
72106 (continued)	7) The ITINERANT salesman said that his work took him from town to town and state to state. (inference) 8) What a DIN! The noise is deafening. (synonym) 9) He has a collection of histories, atlases, biographies, and other TOMES. (words in a series)				
72136 choose appropriate word meaning from among dictionary entries.	The choice of the correct definition of a word for a particular context requires locating the word in the dictionary, recognizing the original word from which a derived or inflected form comes, and recognizing the function(part of speech) of the word. In rewriting a sentence, modifications must sometimes be made in order for the sentence to read smoothly. Example: She RUMINATED over the situation. - She THOUGHT DEEPLY ABOUT the situation. Instruction should also include idiomatic expressions in which the meanings of the individual words are different from the composite meaning of the expression, as in "She hit the ceiling." - "She became angry."	using the dictionary, analyzing	A. Have students use the dictionary to find synonyms for certain words in reading selections. Have them rewrite the sentences from which the words were taken by substituting appropriate synonyms.	BSF Reading 72302	
		using the dictionary, analyzing	B. Provide students with a list of idiomatic expressions found in reading selections, especially selections containing dialect (such as passages from Mark Twain's works). Have them use the dictionary to rewrite each expression in literal terms. For example, "President Reagan has determined to PLAY HARD BALL with the Libyans" - "President Reagan has determined to DEAL FIRMLY with the Libyans."	BSF Reading 72302	

READING -- GRADE 7

GOAL: 72000 Understanding and utilizing oral and written language

STRAND: Comprehension Skills

TERMINAL OBJECTIVE: 721D1 To understand the role of sequencing in comprehension

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
*72112 describe plot development in a literary selection.	The "plot" is the plan for the characters' actions and other events which lead to the resolution of the basic conflict in a selection. The problem to which characters in a selection react is called the "conflict." The conflict may be external (between a character and outside forces) or internal (a struggle within a character). Plot development involves an introduction of the basic conflict, rising action, a climax (the high point of the action of the story), falling action, and resolution (the "ending" of the story). "Subplots" (story lines secondary to the main plot) appear in longer works. Instruction should include "flashback" (using a scene from the past to explain events or to add suspense).	diagraming, analyzing	A. Have each student draw a diagram and fill in the events for each stage of the plot of a selection, with the climax at the peak of the diagram.		
		describing	B. Have students describe orally or in writing the plot development of a television program or movie.		
		diagraming	C. Have students list or make a diagram of the plot and subplots of a long work read by the entire class.		
		analyzing	D. Have students explain orally or in writing the effect of flashback on the development of the plot of a selection.	L.A. 737B1	

READING -- GRADE 7

GOAL: 72000 Understanding and utilizing oral and written language

STRAND: Comprehension Skills

TERMINAL OBJECTIVE: 721E1 To understand how details enhance comprehension

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
72114 identify and explain relevant details.	Details are given to clarify information, to enrich the vividness of a selection, and to support statements of opinion. Details which do not serve a purpose are irrelevant. In a paragraph in which the topic sentence is "Fiber foods are important to a nutritious diet," statements that explain why fiber foods are important are relevant to the topic. However, a statement such as "I found a prize in my box of Wheaties" is totally irrelevant.	comparing	A. Have students compare two news stories on the same topic and discuss which one offers more information.	L.A. 735A1	
		describing	B. Have students describe the basic conflict of a selection and list the details which support their descriptions.		
		analyzing	C. Provide students with samples of writing containing irrelevant details. Have them cite the irrelevant details and explain their answers.	L.A. 735A1	
		explaining	D. Have students list details from a selection and explain the purpose of each.		

READING -- GRADE 7

GOAL: 72000 Understanding and utilizing oral and written language

STRAND: Comprehension Skills

TERMINAL OBJECTIVE: 721F1 To understand the determination of main idea/central message in comprehension

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
72115 distinguish between the topic and theme of a selection.	The theme (also called main idea, central message, or central focus) refers to the idea about life which the author is presenting in a selection. The topic, on the other hand, refers to the subject of the selection. For example, the topic of a story may be puppies, while the theme of the story may be that friendship is important. The theme may be stated directly, but most often it must be inferred. (Photographs and posters can be used effectively to explain the concept to students. The subject of the picture is different from the message of the picture.) Students should learn to identify the main idea of paragraphs before they consider entire selections. Some longer selections may have more than one main idea, depending on the level of understanding of the student. A work such as HUCKLEBERRY FINN, for example, can be read at different levels. On one level, the theme could be growing up, while on another level the theme could be individual worth and dignity.	analyzing, discussing	A. Have students in small groups or with partners identify the topic of a brief selection and write a statement expressing the theme. Have the groups share their conclusions and discuss.		
		analyzing, classifying	B. Have students bring in examples of posters or advertising and analyze them in class to decide if the theme (central message) is direct or implied.		
		discussing, analyzing	C. After a unit has been completed, have the students discuss themes of selections found in the unit. Have the students think of other selections that would have been appropriate in the unit.		

READING -- GRADE 7

GOAL: 72000 Understanding and utilizing oral and written language

STRAND: Comprehension Skills

TERMINAL OBJECTIVE: 721G1 To understand prediction as a means to comprehension

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
* 72137 predict outcomes.	The ability to predict outcomes is closely related to the ability to make inferences. A prediction is a reasonable guess about what will happen next in a selection based on the information given about the characters, plot, and setting, and on what a person knows about life.	predicting, comparing, discussing	A. Have students read the first part of a mystery story such as "The Tell-Tale Heart" by Edgar Allen Poe, and write their predictions of the ending. After reading the rest of the selection, the students will compare their predictions and discuss the clues on which they were based.	L.A. 735A1	
	Writers try to build suspense in readers, causing them to wonder what will happen next. Guessing about what will happen next causes readers to read more closely and strengthens comprehension.	predicting, synthesizing	B. Present students with the first frames of a cartoon, and have them create the next frame or frames to complete the cartoon.	L.A. 735B1	
	Students should ask themselves what they know about the characters: how they think, how they act, what other characters say about them. They should analyze the plot: what the next step should be, where all the events are leading. They should use what they know about the setting and think about which outcomes are natural or possible in the given setting (see Activity C). Finally, students should apply what they know about life: how they themselves or people they know would react in the same situation.	analyzing	C. Have students read a short story or passage. Have them analyze the setting of the story and decide which outcomes are possible in the situation.	L.A. 735A1	

READING -- GRADE 7

GOAL: 72000 Understanding and utilizing oral and written language

STRAND: Comprehension Skills

TERMINAL OBJECTIVE: 721H1 To understand characterization as an element of comprehension

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
* 72138 distinguish developed characters from stock figures or stereotypes.	Characterization is the development of a character by a writer by direct description and by the actions and interactions of the character with other characters and the environment. Sex, age, and socio-economic levels affect the actions and attitudes of characters. Characters can be stereotypes; that is, they represent a type of person rather than unique individuals. These characters are also known as stock figures. Cartoon superheroes, western "good guys" and "bad guys," and "the noble frontiersman" are examples of stereotypes.	classifying, analyzing	A. Have students list everything they know about characters in a selection and then classify each character as developed or stereotyped.	L.A. 735A1	
		discussing	B. Have students find examples of both developed and stereotyped characters from movies, television, and cartoons for class discussion.		
		classifying	C. Have students examine the methods of characterization (direct description, character actions, and interactions) in fables and tall tales, and have them state orally or in writing the types of characters they find.		

READING -- GRADE 7

GOAL: 72000 Understanding and utilizing oral and written language

STRAND: Comprehension Skills

TERMINAL OBJECTIVE: 721H1 To understand characterization as a means to comprehension

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
* 72117 recognize point of view.	The point of view of a selection is the position from which a narrative is related. When the author tells the story through the eyes of a character, using the words "I" or "we," the story has "first person" point of view. One example is "The Conquest of Everest" by Sir Edmund Hillary. If the author assumes the role of a narrator who knows everything which goes on and sees into the minds of all characters, the point of view is "third person omniscient" (all-knowing). When the author is the narrator, but he sees only into the mind of one character, the point of view is "third person limited." Almost all fables are written from the "third person limited" point of view. "The Necklace" by Guy de Maupassant is written from the "third person omniscient" point of view.	explaining analyzing, classifying	A. Have students identify the point of view of designated selections they read and explain their answers. B. Have students rewrite a brief selection, changing the point of view. For example, a first person account of an experience might begin with " As I began the journey...," while a rewriting of the account might begin "As John began the journey..."		

READING -- GRADE 7

GOAL: 72000 Understanding and utilizing oral and written language

STRAND: Comprehension Skills

TERMINAL OBJECTIVE: 7211 To understand the factors involved in supporting conclusions

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
*72121 give valid support for conclusions.	A conclusion drawn from a literary work must be based on direct evidence or on valid inferences. A valid inference is based on clues given in the reading selection. Factual statements are supported by eyewitness account, expert opinion, or practical experience. Different types of evidence may be appropriate in different situations. See Terminal Objective 735A1, Language Arts, for more information and activities regarding the critical thinking skills involved in the process of supporting conclusions.	observing	A. Have each student look at a photograph and write a conclusion about the photograph, listing reasons (evidence) for the conclusion.	L.A. 735A1	
		evaluating	B. Have students draw conclusions about the motives of characters in a selection, listing the evidence on which they base their conclusions.		
		describing	C. Have students describe, orally or in writing, the setting (time, place, circumstances) of selections. Have them cite the evidence to support their descriptions, and tell whether the evidence is direct or implied.		
		classifying	D. Have students draw conclusions based on a collection of news articles about the same event, giving evidence for their conclusions. Have them classify the evidence as eyewitness account, expert opinion, or practical experience.		

READING -- GRADE 7

GOAL: 72000 Understanding and utilizing oral and written language

STRAND: Comprehension Skills

TERMINAL OBJECTIVE: 721J1 To understand cause/effect as a means to comprehension

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
*72122 explain cause/effect relationships in reading selections.	"Cause" is the reason or event which leads to an "effect" or result. Cause always precedes effect, but it may not be stated first in a reading selection. To prove that a particular result (effect) was caused by a particular action or event, students must provide valid support from the selection. Clue words such as because, so that, since, in order that, and if-then tell the reader to look for cause and effect relationships. A false cause/effect relationship (citing a certain thing as the cause of a problem when it is not, or predicting a certain effect which is not valid) is a major fallacy of logic. For example, a person may assume that an accident is caused by a black cat crossing a path when there is actually no connection. Causes may be classified as human (directly caused by a person's actions), natural (caused by an act of nature), or supernatural (caused by forces beyond the realm of human and natural). These causes may act independently or together.	analyzing	A. Have students read a brief selection such as a Paul Bunyan story. Have them ask "why?" questions such as "Why was Paul's ox blue?" and then answer each other's questions. Point out that these are cause - effect relationships.	L.A. 735A1	
		charting	B. After reading a selection, have students make a chart of the cause/effect relationships, giving evidence from the selection.	L.A. 735A1	
		classifying	C. Have students classify the causes in a selection as human, natural, or supernatural.	L.A. 735A1	

READING -- GRADE 7

GOAL: 72000 Understanding and utilizing oral and written language

STRAND: Comprehension Skills

TERMINAL OBJECTIVE: 721K1 To understand the elements of evaluation in reading comprehension

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
*72127 discriminate facts from opinions and/or fantasy.	The ability to read fiction and nonfiction and to discriminate factual information from opinions or the author's imagination is important to comprehension of material. Students should separate the editor's views from the facts of an event or situation when reading an editorial. News articles give facts, although sometimes"editorializing" (giving opinion which reflect the reporter's bias) occurs. Students should recognize the persuasive techniques which surround facts in advertising or political writing (see Activity C). They should also recognize the factual base of historical fiction but not confuse it with a true history or biography. For example, a fictional work such as THE PRESIDENT'S LADY by Irving Stone should not be confused with a true biography of Rachel Jackson.	classifying	A. Have students read news articles and editorials to distinguish facts from opinions. The students are to explain why they label each statement as fact or as opinion.	L.A. 735A1	
		comparing	B. Have students compare fictional selections which contain historical facts or realistic elements with fables or tall tales. Have the students cite examples from the realistic selections of elements of fact and elements of fantasy.	L.A. 735A1	
		analyzing	C. Have students analyze cigarette (or other) advertisements by listing facts given in the ad as opposed to opinions or suggestions made by the setting of the ad. For example, some companies suggest that outdoor men smoke their product, but no fact is given to support this suggestion.	L.A. 735A1	

READING -- GRADE 7

GOAL: 72000 Understanding and utilizing oral and written language

STRAND: Comprehension Skills

TERMINAL OBJECTIVE: 721K1 To understand the elements of evaluation in reading comprehension

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
72128 explain an author's choice of form.	One of the most important skills students must develop is the ability to read a text analytically, recognizing the relationship between form and content. When the theme of a work and the author's purpose have been determined, students should be able to see why a particular form (such as poetry, drama, or novel) was chosen by the author. Poetry relies on expressing a great deal through a few intense, well-chosen words. Drama involves the use of dialog to reveal the relationships among people. Novels and short stories observe life and experience through a character's mind, personalizing the experience. Most authors write to inform, to persuade, or to explain. For example, if an author's purpose is to persuade, and the author wishes to convey the message that war is evil, the chosen form may be a short story which has plot, characters, and setting, or poetry, which has a speaker and creates vivid, sensory images.	explaining, analyzing analyzing, discussing analyzing, evaluating	A. After students have determined the theme of a selection, have them explain why they think the author chose the particular form to convey the message. B. Select several poems with strong messages, such as "Oxymandias," and have the students discuss why the authors chose poetry to convey the message. C. After determining the author's purpose in a particular selection, have students explain orally or in writing why the author chose a particular form.		

READING -- GRADE 7

GOAL: 72000 Understanding and utilizing oral and written language

STRAND: Comprehension Skills

TERMINAL OBJECTIVE: 721K1 To understand the elements of evaluation in reading comprehension

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
* 72131 explain the differences between a summary and a critical evaluation.	A summary is a statement of the main points or events of a selection. A critical evaluation analyzes the theme and purpose of the work, weighs the validity of the language (noting propaganda techniques and identifying inconsistencies of logic) and evidence presented, and reacts to the work with an evaluation based on both internal and external criteria (see objective 72132 for an explanation of these criteria).	comparing, contrasting, evaluating classifying, evaluating	A. Have the students compare and contrast a news story about an event to an editorial about the same event. Have them use criteria for a critical evaluation to explain their comparisons. B. Have students read book reviews from newspapers and determine which reviews or which parts of the reviews are summaries and which are critical evaluations.	BSF Reading 72132	

READING -- GRADE 7

GOAL: 72000 Understanding and utilizing oral and written language

STRAND: Comprehension Skills

TERMINAL OBJECTIVE: 721K1 To understand the elements of evaluation in reading comprehension

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
* 72132 make critical evaluations.	Criteria for judging selections, both fiction and nonfiction, may be internal (likes and dislikes) or external (standards of excellence). A student's enjoyment of a selection is frequently based on personal preferences, feelings, and experiences rather than on how well written and effective the writing may be. The recognition of persuasive techniques such as false generalizations, loaded words, snob appeal, name calling, or testimonials, and inconsistencies of logic, such as understatement, overstatement, and contradiction will influence their judgments. Another important element in making a critical evaluation is the ability to recognize fact, fiction, fantasy, and opinion. See Language Arts, Terminal Objective 735A1, for the teaching of these concepts. Each persuasive technique and inconsistency of logic should be taught individually before being applied as a tool of evaluation.	brainstorming, analyzing	A. Lead a class discussion, and have students generate a list of criteria for judging reading selections. Have students decide which items on the list reflect internal criteria and which reflect external criteria.	L.A. 735A1	
		explaining, classifying	B. Have students in pairs or small groups apply the criteria listed in Activity A to selections they read. Have them classify each criterion as internal or external and give reasons for their answers.	L.A. 735A1	

READING -- GRADE 7

GOAL: 72000 Understanding and utilizing oral and written language

STRAND: Word Identification Skills

TERMINAL OBJECTIVE: 722A1 To understand how sight word development expands vocabulary

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
72201 expand sight word vocabulary.	Words from the literary text or reader, other subject areas, and the environment should be included. Wide reading from a variety of materials will increase sight word vocabulary. To introduce new vocabulary words, demonstrate the pronunciation, spelling, and use in context of each word. This is particularly important at the beginning of a new reading assignment.	comprehending illustrating	A. Have students develop word lists from units of study in all subject areas or from a particular area of interest and use them to create individual vocabulary booklets. B. Have students prepare posters and illustrations of sight word vocabulary to use in the classroom for visual reinforcement.		

READING -- GRADE 7

GOAL: 72000 Understanding and utilizing oral and written language

STRAND: Word Identification Skills

TERMINAL OBJECTIVE: 722A1 To understand the role of structural analysis in word recognition

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
72203 use a plan to identify words.	A plan for identifying words includes: 1) looking to see if the word is a compound made up of recognizable parts, 2) looking at the parts of the word to determine the baseword, or root and the affixes, or the parts of a compound word, 3) sounding out the word using syllabication skills, and finally, 4) looking up the word in a dictionary.	decoding decoding	A. Have students apply the decoding plan to given words in a reading selection. B. Bring examples of words found in newspaper or magazine headlines for students to identify using the decoding plan.		

READING -- GRADE 7

GOAL: 72000 Understanding and utilizing oral and written language

STRAND: Reference and Study Skills

TERMINAL OBJECTIVE: 723A1 To understand the use of the library and reference material

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
72301 use the card catalog to locate materials.	A card catalog contains cards which are arranged alphabetically by author, title, and subject.	researching	A. Prepare task cards for students which require them to use the card catalog to locate information needed to complete each card. Have examples of author, title, and subject cards. Example: How many books about BELLS are in the library? (subject card)		
		researching, note-taking	B. Have students locate information sources for a report on a given topic using the card catalog.		
72302 apply dictionary skills.	Dictionary skills include alphabetizing, using guide words, locating words, choosing appropriate meanings, and determining pronunciation.	using the dictionary	A. Have students use the dictionary to find the meanings and pronunciations of new words they encounter in reading selections. Emphasize the use of the guide words.		
		using the dictionary	B. Have students complete task cards which require the use of the dictionary to supply missing information.		
		speaking	C. Display words with pronunciation and diacritical markings using a chalkboard or overhead projector. Have the students pronounce the words aloud.		
		analyzing, discussing	D. Provide students with a sample dictionary entry for analysis and discussion. Have the students use another dictionary entry and label each part.		

READING -- GRADE 7

GOAL: 72000 Understanding and utilizing oral and written language

STRAND: Reference and Study Skills

TERMINAL OBJECTIVE: 723A1 To understand the use of the library and reference material

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
72304 locate information in an encyclopedia.	To locate information in an encyclopedia, students should use the index, including volume number/letter, guide words, subheadings, and cross-references.	using an index	A. Have students use the encyclopedia to locate information which completes task cards or a series of "information search" or trivia questions. Encourage use of index and cross-reference.		
		summarizing, note-taking	B. Have students use the encyclopedia to locate information for a brief written report. To avoid plagiarism, the students should turn in both an exact copy or paraphrase of the information and a summary in their own words.		

READING -- GRADE 7

GOAL: 72000 Understanding and utilizing oral and written language

STRAND: Reference and Study Skills

TERMINAL OBJECTIVE: 723A1 To understand the use of the library and reference material

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
72305 locate information in various sources.	Sources include newspapers, magazines, audio-visual materials, telephone directories, atlases (books of maps), almanacs (publications, such as the FARMER'S ALMANAC, which contains astronomical and meteorological data arranged according to the days, weeks, and months of a given year), books of records (such as THE GUINNESS BOOK OF WORLD RECORDS), etc. Students should be given the opportunity to use as many sources of information as possible in connection with various assignments.	following directions	A. Create a set of task cards containing questions or problems that require the use of a wide variety of reference materials. Have students in pairs complete the tasks.		
		using an index	B. Have students locate information in newspapers using the index and the various sections of the paper.		
		using an index	C. Have students use magazine indexes, such as the NATIONAL GEOGRAPHIC INDEX, to locate information on a certain topic.		
		note-taking	D. Have students gather information from filmstrips, picture files, cassettes, tapes, records, slides, and photographs to use in reports.		
		using an index	E. Have students use three or more sources of information to locate information on a topic.		

READING -- GRADE 7

GOAL: 72000 Understanding and utilizing oral and written language

STRAND: Reference and Study Skills

TERMINAL OBJECTIVE: 723B1 To use reference and study skills correctly

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
72309 use the parts of a textbook.	The glossary of a textbook is a section, usually at the end, which contains specialized terms with their meanings. The index lists the items (such as topics or names) found in the book and the page number where each is found. Chapter headings and subheadings identify the main topic and subtopics within each chapter. The appendix is a list of supplementary materials usually attached at the end. The preface consists of the introductory remarks of the writer(s), while the foreword consists of introductory remarks made by someone other than the author. Acknowledgements give credit to sources of information, as do the lists of illustrations and references.	analyzing summarizing	A. Have students do written exercises which require them to locate and use parts of a textbook. Example: Where did the publishers get the photograph on page 215? B. Have students summarize the thoughts presented in the preface and/or foreword of a book.		

READING -- GRADE 7

GOAL: 72000 Understanding and utilizing oral and written language

STRAND: Reference and Study Skills

TERMINAL OBJECTIVE: 723B1 To use reference and study skills correctly

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
72311 scan to locate information.	Different methods of reading are appropriate for different situations. One's purpose for reading should determine speed and method.	scanning	A. When introducing a new story or chapter, have the students scan to locate specific information.		
	Scanning is rapid reading for the purpose of locating information.	scanning	B. Have students scan to locate information in the classified ads of a newspaper.		
72312 use the SQ3R method.	The SQ3R method involves: SURVEY - looking over the material, noting titles, subheadings, visual aids, and captions; QUESTION - formulating questions to think about based on the survey; READ - reading to answer the formulated questions; RECITE - telling to another person, and checking answers; REVIEW - rereading to fix material firmly in the mind. Demonstrate and work through the steps orally in class discussions before expecting independent application of the process.	applying	A. Have students read assignments in other subject areas using SQ3R.		
		applying	B. Provide students with articles to read and comprehend by using SQ3R.		

READING -- GRADE 7

GOAL: 72000 Understanding and utilizing oral and written language

STRAND: Literature

TERMINAL OBJECTIVE: 724A1 To understand the use of literature for practice and pleasure

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
72401 read for practice and pleasure.	Make available in the classroom a wide variety of books and a specified time for silent reading. Also allow students to bring materials from home, subject to approval. Students at this level should read at least one complete work per grading period.	record-keeping, analyzing	A. Have students keep a simple record of books read, including title, author, literary form, and personal reaction. Have students list reasons for their reactions.		
		discussing, summarizing	B. Have students who have read the same books discuss them using a discussion guide prepared by the teacher. The discussion guide should include such items as setting, main characters, and theme. To verify the discussion, have the group prepare a brief summary of their remarks.		

READING -- GRADE 7

GOAL: 72000 Understanding and utilizing oral and written language

STRAND: Literature

TERMINAL OBJECTIVE: 724B1 To understand basic literary forms and their elements

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
* 72402 identify and define forms of fiction.	This objective is not intended to be taught at one time. Instruction should be in small segments spread throughout the school year as appropriate. A FABLE is a story which teaches a lesson (a moral). The characters are often animals with human characteristics. TALL TALES are exaggerated and often humorous stories about real or invented characters. They are part of FOLKLORE which comprises the stories, customs, and beliefs of a whole group of people. SHORT STORIES are brief works of fiction containing setting, characters, and plot. NOVELS are longer works of fiction containing setting, characters, and plot. DRAMA tells a story through the words and actions of characters and is meant to be performed before an audience. FICTION is writing which does not claim to be an actual, true-to-life account of people, places, and events; however, fiction may be based on facts which are woven into an imaginary or created story or plot.	discussing, analyzing analyzing interpreting analyzing, comparing	A. After the students read a fable such as "The Fox and the Crow" by Aesop, have them list the human characteristics which the animals display and discuss the moral of the fable. Have the students read other fables and repeat the activity until they generate a definition of "fable" and identify the elements which the fables have in common. B. Have students read literary tall tales such as "Paul Bunyan" and list examples of exaggeration. C. Have students collect and share proverbs and sayings such as "An apple a day keeps the doctor away" from older friends and family members. Make a master list of those sayings collected by the class and copy them for students to read and interpret. D. Have students find examples of "short stories" in magazines such as McCALL'S or FAMILY CIRCLE. Have them read a short story and feature article from the same publication and discuss the differences orally or in writing. Have them particularly consider the elements of plot, setting, and character.		

continued:

READING -- GRADE 7

GOAL: 72000 Understanding and utilizing oral and written language

STRAND: Literature

TERMINAL OBJECTIVE: 724B1 To understand basic literary forms and their elements

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
*72402 (continued)	HISTORICAL FICTION is fictional work based on a historical event or person or in a historical period. SCIENCE FICTION deals with the effects of scientific advances on earth or in an imaginary world. In contemporary writing, SCIENCE FICTION and FANTASY are very closely related. Works of FANTASY are set in imaginary worlds of the past or future. Be very careful at this level with words like "realistic," and "romantic" when discussing fiction, or students may have trouble later on understanding "Romanticism" and "Realism" in literature.	speaking, comparing discussing, analyzing	E. Have students read a novel such as THE CALL OF THE WILD by Jack London and a play such as TEACHER, TEACHER by Edison Carroll. Have them orally compare the characteristics of each work as a form of fiction. F. Have students discuss the difference between fantasy and science fiction by discussing movies and television programs such as STAR TREK (science fiction with elements of fantasy) and THE NEVERENDING STORY (fantasy). Students may wish to bring comic books or popular novels which exemplify science fiction and fantasy as a basis for further reading and discussion.		

READING -- GRADE 7

GOAL: 72000 Understanding and utilizing oral and written language

STRAND: Literature

TERMINAL OBJECTIVE: 724B1 To understand basic literary forms and their elements

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
72403 identify and interpret figurative language.	Figurative language is used by authors to describe a familiar thing in unfamiliar terms, or vice versa in order to make the reader see and think in a new way. Figurative language may include SIMILE (a comparison using the words "like" or "as" - "She is as pretty as a picture"), METAPHOR (a comparison which does not use "like" or "as" - "He is a real prince"), PERSONIFICATION (a comparison which gives human attributes to non-human things - "The sea speaks her gentle message"), HYPERBOLE (an exaggeration - "I've been waiting forever"), and IDIOMS (phrases which go beyond the literal meaning - "He lost his head.") See Instructional Objective 735B1.02, Language Arts, for more activities related to the use of figurative language.	classifying, analyzing	A. Have students cite examples of figurative language in selections of poetry such as "Annabelle Lee" by Poe.		
		observing, listening	B. Have students collect and compile comparisons they hear in everyday life as an exercise for recognizing figurative language. Examples: He's the big wheel around here. Her eyes are bigger than her stomach. I'm as happy as a lark.	L.A. 735B1	
		analyzing, classifying	C. Have students find examples of figurative language in fables such as "The Tortoise and the Hare" and tall tales such as "Pecos Bill."		
		interpreting	D. Have students interpret the expressions from Activity B into non-figurative language. Examples: That joke went over like a lead balloon. - No one thought the joke was funny. She has ice-water in her veins. - She is not emotional.	L.A. 735B1	

READING -- GRADE 7

GOAL: 72000 Understanding and utilizing oral and written language

STRAND: Literature

TERMINAL OBJECTIVE: 724B1 To understand basic literature forms and their elements

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
*72404 Identify and define forms of non-fiction.	This objective is intended to be taught in small segments and spread throughout the school year as appropriate. Non-fiction writing includes: BIOGRAPHY (the true account of a person's life written by another person), AUTOBIOGRAPHY, (the true account of a person's life written by the person), ESSAYS, (writings which express opinions or personal reflections), TRUE ADVENTURE STORIES, LETTERS, SPEECHES, ARTICLES, etc. Some non-fiction writing, such as BIOGRAPHIES or TRUE ADVENTURE STORIES, may contain the elements of plot, setting, and character.	demonstrating knowledge	A. Have students create a bulletin board or reading center with various examples of forms of non-fiction which they bring from home, find in newspapers or magazines, or write themselves.		
		comparing, analyzing	B. Have students compare and contrast a biographical accounting from an encyclopedia of a well-known historical figure with a fictional story selection about the same person, considering elements such as plot and setting and the kinds of details which are used in each selection. A good example is a selection from THE PRESIDENT'S LADY by Irving Stone compared with an encyclopedia entry about Rachel Jackson, Andrew Jackson's wife.		
		comparing, analyzing	C. Have students in small groups or with partners, compare a true adventure story to a tall tale with regard to the elements found in each. True adventure stories are frequently found in magazines such as THE READER'S DIGEST. Have each group make a comparison chart to share with the class.		

continued:

READING -- GRADE 7

GOAL: 72000 Understanding and utilizing oral and written language

STRAND: Literature

TERMINAL OBJECTIVE: 724B1 To understand basic literature forms and their elements

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
*72404 (continued)		discussing, analyzing	D. Have students read letters, speeches, and articles found in newspapers or magazines. Have them discuss orally why these selections are classified as non-fiction.		
		discussing, analyzing	E. Have students read essays written by other students on an assigned topic such as "World Hunger." Have them discuss the essays as forms of non-fiction.		
		analyzing	F. Have students read a biography of a sports hero such as Jim Thorpe or Wilma Rudolph, or of any other public figure in whom they are interested. Have them compare the biography or autobiography to a novel in terms of plot, setting, and character, and explain why the biography is non-fiction.		

READING -- GRADE 7

GOAL: 72000 Understanding and utilizing oral and written language

STRAND: Literature

TERMINAL OBJECTIVE: 724B1 To understand basic literature forms and their elements

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
* 72405 distinguish types of sensory language.	Sensory language is used by authors to involve the reader by appealing to the senses. Words can make the five senses react almost as strongly as actual images. IMAGERY is language which creates sensory images ("The whistling, icy wind and the musty dampness of the old castle chilled her to the bone.") SOUND DEVICES which appeal to the ear include ONOMATOPOEIA (a word which reproduces a sound - clomp, buzz, whir), ALLITERATION (repeated initial sounds - "Peter Piper picked a peck of pickled peppers."), RHYME, RHYTHM, and REPETITION. Advertisers rely on the suggestion of an image to influence a customer's senses and persuade the customer to buy. For example, "Rice Krispies" creates a crisp, fresh image.	comprehending	A. Review the concept of onomatopoeia by having students recite or sing "Old MacDonald Had a Farm." Have them think of other children's songs which contain onomatopoeia.		
		speaking	B. Have students recite as many tongue twisters as they know as an exercise in alliteration.		
		analyzing	C. Have students cite examples of sensory language in works such as "The Raven" by Poe.		
		describing, analyzing	D. Have students read a selection such as "The Fall of the House of Usher" by Poe and identify the sensory language. Have them describe orally or in writing the senses to which the image appeals and the mood which is created.		
		comprehending, explaining	E. Have students list the names of products and discuss the images created by the names, explaining why they think the manufacturers chose them.		

READING -- GRADE 7

GOAL: 72000 Understanding and utilizing oral and written language

STRAND: Literature

TERMINAL OBJECTIVE: 724B1 To understand basic literature forms and their elements

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
72406 read and comprehend poetry.	The comprehension of poetry involves recognizing the topic, which is often indicated by the poem's title; recognizing the placement of punctuation and its influence on meaning (the end of a line, even if it rhymes, may not be the end of a thought); and visualizing the images created by the words of the poem (rhyme, rhythm, sensory and figurative language). The terms LINE, STANZA (a grouping of lines), and REFRAIN (a repeated line or phrase) should be used. Students should learn that some poems tell stories (NARRATIVE) and some are descriptive (LYRIC), using images to express an idea. The "ballad" is a form of narrative poetry which tells the story, often in song, by use of four-line stanzas.	writing, comprehending	A. Have students read a narrative poem such as "Casey at the Bat" and discuss the effect of the poem as opposed to a news article on the same event. Have students rewrite the poem as a news article or as an oral newscast.		
		analyzing, discussing	B. Have students read selections from a narrative poem such as "Evangeline" by Longfellow and discuss orally and in writing whether the story would be more effective as a novel or short story and why.		
		comprehending	C. Have students read a brief narrative poem and re-enact it as a skit. "The Highwayman" by Alfred Noyes would be a good example.		
		comprehending, illustrating	D. Have students draw or find pictures which illustrate the mood created by poems such as "The Raven" by Poe and "Silver" or "The Listeners" by Walter de la Mare.		

READING - GRADE 7

ANSWER KEY

INSTRUCTIONAL OBJECTIVE NUMBER	ANSWER KEY/ TESTING STRATEGY
TEST I	
72112	B B A B B C A A
72137	B C B B B A
TEST II	
72138	C B B A B A
72117	C A B B C B B B
TEST III	
72121	C B A C B C B B
72122	C C C B A A B C

INSTRUCTIONAL OBJECTIVE NUMBER	ANSWER KEY/ TESTING STRATEGY
TEST IV	
72127	A C A B A B C B A B
72131	A A B A B A B A B A
72132	C A A C B B A A B A
TEST V	
72402	C C B C B C A B A C
72404	A C B B C C A B
TEST VI	
72405	B B B A C B B C B A

Seventh Grade Vocabulary

a
ability
able
about
above
acceptable
access
accidentally
accomplished
according
account
accounts
achieve
acres
act
act I
acting
action
actor's
actually
ad
adapted
adding
adjectives
admirable
admired
adventure
advertisement
advice
afford
afraid
after
again
age
ah
ahs
all
alliteration
along
also
always
amassed
amid
among
an
and
anecdotes
angels
animals
announced
another
answer
antique
any
anyone
anywhere
apartment
apparently
appeal
appearing
approximately
are
aren't
argues
armed
around
arrest
arson
article
as
ask
asked
asset
assistants
astonished
at
attack
attempt
attitude
author
autobiography
automobiles
awakened
away
awed
back
background
backgrounds
bad
balanced
band
baseball
based
bath
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beads
beak
bearded
beat
beating
beautiful
became
because
become
beefy
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before
began
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begins
being
beliefs
believe
belonged
below
beside
best
bestseller
better
between
big
billion
bills
biographies
biography
biology
bird
birthday
birthdays
black
blaze
bleak
blend
blind
blindness
blockbuster
blowgun
blows
book
bookcase
books
boring
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borrow
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cardboard
care
career
carefully
carried
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chained
chains
chamber
changed
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character
characters
charmer
checked
cheese
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cigarettes
circles
circus
citrus
claim
class
classes
clear
clearly
close
clue
coat
cold
collected
collection
collector
college
cologne
color
colored
combines
come
comedians
comic
coming
community
company
conclusions
connection
considered
consumed
contain
control
cool
corporation
correct
could
country
couple
courts
crawled
crest
cried
critical
crow
crow's
curious
curtain

cutting
darkness
dart
dating
daughter
day
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deal
dealings
dear
decide
defense
defiant
define
defined
describe
description
descriptions
despair
destroyed
detective
developed
development
develops
diary
dictionary
did
didn't
died
diet
difference
different
discovered
discriminate
distinctly
distinguish
do
doctors
does
dominant
don't
done
door
downtown
drama
dreary
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driveway
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President Lincoln
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